

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 10/13/11

Department: Art Number: 236

Course Title: Chinese Brush Painting Units: 3

Total Semester Hours Lecture:32 Lab: 48 Homework:48 By Arrangement: 16

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):

Lecture: $32/16 = 2$ FLCs; Lab: $48/16 \cdot .07 = 2.1$ FLCs

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)
none
2. **Corequisite** (Attach Enrollment Limitation Validation Form.)
none
3. **Recommended Preparation** (Attach Enrollment Validation Form.)
none
4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)
ART 236 Chinese Brush Painting (3) (Pass/No pass or letter grade option) Minimum of 32 lecture hours and 48 lab hours plus 16 hours by arrangement per term.
Introduction to the three classic elements of Chinese art (brush painting, calligraphy and aesthetics) and the development of these three elements from antiquity to the present. Emphasizes the series of Chinese masterpieces, both ancient and contemporary, focusing on the concepts of style, line, composition, perspective and stroke. (May be taken up to four times for up to 12 units.) (AA, CSU)
5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

This course is an overview of ink and brush skills of Chinese calligraphy and brush painting for the novice and enthusiast. We will analyze composition, color and design and philosophy of landscape, bird and flower and the link between calligraphy and drawing. Historical issues such as; how tradition differs from contemporary, will be discussed. Students will be required to write a short research paper and give a presentation on a brush painting from Chinese art history. A final original painting based on a Chinese masters work will be presented at the end of the semester.

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Demonstrate a working appreciation of the three classic elements of Chinese art: painting, calligraphy and aesthetics
2. Create a portfolio of Chinese brush painting which contains 20 to 25 works in a variety of subjects
3. Integrate concepts of style, line, brush stroke and composition with a multiple perspective in his/her own painting
4. Explain the relationship between Chinese philosophy and aesthetics and Chinese brush painting and calligraphy;
5. Execute realistic and abstract brush strokes in various techniques and styles

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.*

Same as Student Learning Outcomes

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

A. Exercises in basic brush techniques: character strokes, character balance

B. Calligraphy Styles

- Zhenshu (known also as Zhengshu or Zhengkai, or Kaishu) – a regular script
- Caoshu – grass script
- Lishu – official script
- Zhuanshu – seal character

C. Landscape Painting

1. Rocks:

- outline
- wrinkle technique
- texture strokes (axe-cut, rain track)
- linear strokes (hemp-fiber, folded belt, rolling clouds)
- dot strokes

2. Trees:

- trunk and branches (deer horns, crab claws, distant mountains without trees, distant trees without twigs)
- leaf patterns (arrow and rut, chrysanthemum, random dots, pine needles, and triangle pattern)

3. Water and clouds:

- outline technique (juxtaposing wavy lines that represent ripples; irregular cursive lines representing rolling clouds).
 - space-saving technique (negative space left-over to indicate clouds, water and skies).
 - washed technique (light washes to indicate clouds or mist).
- D. Flower Painting
1. Bamboo painting – Leaf and flower in ink and color
 2. Lotus painting – meticulous and free hand in both ink and color
- E. Traditional Chinese perspective
- height – the height of the mountain is stressed
 - depth – the depth of a valley is stressed
 - level – the distance is indicated by vast stretch of water or empty space.
 - bird’s eye view – distance is indicated by overlapping peaks from bottom to top; horizon is usually at the top.
 - insect’s view – when the scale of a mountain or a rock is emphasized.
 - multiple perspective – different sections are put together to form a long scroll, each section has a focal point or vanishing point of its own.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. **If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.**)

Class assignments to study and apply the different topics and styles.

Hours by Arrangement:

Students will complete class work in a total of one hour per week, one half hour after the end of class time.

Hours by arrangement are additional lab hours used to complete student art projects that take place in the college’s studio facilities using specialized equipment under the supervision of the instructor of record. The instructor will be present for the hour by arrangement to answer questions and explain class work.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Examination as a method of evaluation which can serve as a chronological means of understanding what the student has learned.

- A. Completion of all assigned work.
- B. Active participation.
- C. Midterm portfolio review and final exam (students critique their own work added to the instructor’s and peer critiques)
- D. Emphasis will be on the student’s individual development from initial level of ability to the end of each semester course.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Prepared by: Judith Pittman _____
(Signature)

Email address: pitmanj@smccd.edu

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